

TWENTY-SIXTH BIENNIAL REPORT

Minnesota School for the Blind

Faribault, Minnesota



For Two Years Ending June 30, 1930

STATE BOARD OF CONTROL

John Coleman, *Chairman*

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Blanche L. La Du

Downer Mullen, *Secretary*

TWENTY-SIXTH BIENNIAL REPORT

OF

THE SUPERINTENDENT

OF THE

Minnesota School for the Blind

For Two Years Ending June 30, 1930

TO THE STATE BOARD OF CONTROL

1930
State Prison Printing Dept.
Stillwater, Minn.



DOW HALL--ADMINISTRATION BUILDING

Officers and Teachers

	For 1928-29	For 1929-30
<i>Superintendent—</i>	Joseph E. Vance	Joseph E. Vance
<i>Principal—</i>	Julia Beaumann	Julia Beaumann
<i>Steward—</i>	Mrs. Anna R. Steppan	Mrs. Anna R. Steppan
<i>Physician—</i>	F. U. Davis, B. S., M. D.	F. U. Davis, B. S., M. D.
<i>Ophthalmologist—</i>	Douglas F. Wood, M. D., C. N.	Douglas F. Wood, M. D., C. N.
<i>Literary Teachers—</i>	Julia Beaumann Charles Huhtala Fannie E. Ladd Agnes Langan Grace Van Cleve Marguerite Christen	Julia Beaumann Charles Huhtala Fannie E. Ladd Agnes Langan Edna Severson Ethel Erickson
<i>Kindergarten—</i>	Marguerite Christen	Ethel Erickson
<i>Music Teachers—</i>	Elizabeth Sorrells Julia B. Johnson Emeline Brandeen Martin A. Steppan	Edith Guillemin Florence Bieter Emeline Brandeen Martin A. Steppan
<i>Piano Tuning—</i>	Joseph Grebner	Joseph Grebner
<i>Physcial Culture—</i>	Joseph Kehborn Marguerite Christen	Joseph Kehborn Ethel Erickson
<i>Industrial Teachers—</i>	Lottie Kehborn Augusta Schewe Halvor Jacobson Florence Bieter Samuel A. Wilson	Lottie Kehborn Augusta Schewe Halvor Jacobson Marie Lien Samuel A. Wilson
<i>Office Assistant—</i>	Edna M. Cowles	Verona L. Bakken
<i>Housekeeper—</i>	Mrs. Jane Hoban	Mrs. Jane Hoban
<i>Engineer—</i>	Wayne Saarela	Wayne Saarela

Report of the Superintendent

To the Department of Public Institutions:

HONORABLE BOARD:

I have the honor to present herewith the twenty-sixth biennial report of the Minnesota School for the Blind for the period beginning July 1, 1928, and closing June 30, 1930.

ORGANIZATION

The School is maintained by the state, under the direction of the Department of Public Institutions, and its opportunities are free of charge to all blind persons in Minnesota between the ages of six and twenty-one years who are capable of profiting by instruction. By "blind persons" is meant those who have not sufficient sight to pursue their studies in the public schools satisfactorily.

The work of the School is conducted in three departments—the literary, music and industrial departments.

The literary department, or school proper, has a grade course of six years, a Junior High School course of three years, and a Senior High School course of three years. The instruction in the literary department includes kindergarten training and the branches usually pursued in the graded and high schools of the State.

In the department of music instruction is given upon the piano, the pipe organ, the violin, and other orchestral instruments, in individual and class singing, and the theory and history of music.

In the industrial department the boys are taught piano tuning and repair and adjustment of piano players, broom and whisk making; both boys and girls are taught hammock and net weaving, chair caning and the weaving of carpets, rugs, and art loom fabrics of various kinds, and receive instruction in various forms of manual training, including sloyd, cabinet work, basketry, hand and machine sewing, knitting, and loom work. The girls also receive instruction in various kinds of fancy work and domestic science.

The scope of the work accomplished compares favorably with that done in the public schools of the state. The pupils study under supervision, so there is little time wasted which is not often true when pupils attempt home study without supervision. The efforts of the pupils have been attended with earnestness and perseverance. Provision has been made for sight conservation classes for those pupils who have sufficient vision to study the clear-face type used. These sight-saving classes have been conducted six years with very good results.

There is nothing mysterious about a School for the Blind. It is to all intents and purposes about the same as any other boarding school except that the pupil does not pay for his board, room, and laundry. It is necessary to have Schools for the Blind, organized as they are, for convenience, efficiency, and economy. The methods of instruction and text books used are the same as those used in public schools. Blind pupils need early and regular training in order that they may form good habits. Minnesota provides every comfort for the pupils during the nine months' school year, and an adequate staff of teachers and every necessary kind of special equipment and supplies as required in such schools. With this liberal provision pupils receive well rounded training.

There is no charge for the board, tuition, and care of pupils, but parents or friends are required to provide suitable and comfortable clothing, and to pay traveling expenses to and from the school. Parents and guardians who are unable to meet these necessary expenses will, upon application to the Superintendent, receive information as to the method of procedure to obtain the aid provided by law in such cases.

There is a Christmas vacation of about ten days and a summer vacation at the end of the school year in June which continues until its opening early in September. The State makes no provision for the care of pupils during the summer vacation, hence all children must be taken to their homes at the close of the school year.

The use of tobacco and intoxicating drink by pupils is strictly prohibited and persistence in such use will be deemed sufficient cause for suspension from the privileges of the school. Profanity and other unbecoming language are forbidden. Parents are urged to guard against the formation of these habits by their children at home.

Blank forms of application for admission will be furnished at any time by the Superintendent. No pupil will be admitted to the school until the application has been returned with the questions which it contains satisfactorily answered.

SUMMER SCHOOL

A Summer School for blind men and women is maintained.

Applicants must be in such condition of health and strength as to be able to utilize the time profitably and those are given the preference who have lost their sight comparatively recently. Blind men and women who are residents of Minnesota are eligible to attend four summer school sessions.

All of the industrial facilities of the school are available for the pupils, and they are expected to put in as full hours as their physical condition will warrant. Instruction and training are given in piano tuning,



DUTCH DANCE

hammock, fly-net and door-mat weaving, rattan and reed basket making, repair and adjustment of piano players, broom and whisk making; and chair caning, cabinet work and the use of carpenter's tools and minor industrial work. In addition the women receive instruction in sewing and fancy work and domestic science.

There is also instruction in reading and writing by touch, in the method or retention of the power to write previously possessed, and in the use of the typewriter. Attention is also given to instruction in the best ways of acquiring independence of action and of performing the ordinary personal and social functions of life. No mingling of the sexes is permitted.

There is no expense connected with the summer school except necessary expense of travel to and from the School. Board, room and laundry are provided without charge.

PROVISION FOR HIGHER EDUCATION

For those who have completed the regular high school course, provision has very wisely been made by the state for their further education within certain limits, the maximum number that may receive such financial aid at one time from the state being ten and the maximum amount for each student \$300.00 a year.

Under the above provision a number of former students of this School have been in attendance, during the biennium, at the University of Minnesota, McPhail School of Music, Winona State Teachers' College, Hamline University and MacAllister College.

LIBRARY

A well equipped library of books in raised print, numbering some 13,500 volumes, is maintained at the School in charge of a librarian.

Any responsible blind person living in the state is permitted to draw books in raised print from the library. Application cards are furnished those persons who apply for them, and on their receipt and acceptance by the librarian the applicant is entitled to the privileges of the library.

But one book is issued at a time to any person. This may be retained for one month from the date of issue. If, at the expiration of that time, it is desired to retain the book for another month, a request to do so must be sent to the library, when permission to retain the book is granted unless there be other applications for it. Selections can be made from a printed list which is furnished upon application.

During the years of 1929 and 1930 the circulation of library books was 17,007 volumes. This included readers at the School and outside of the School in the state of Minnesota. During the first year of the

biennium there were 342 readers and during the second year 379 readers. A substantial increase in the number of readers over the previous biennial period.

On account of the large circulation of library books to readers of the state through the mails and the circulation of books among the pupils of the school, the librarian is required to handle on the average about 1,000 of these large volumes per month. Special bags have been made to be used for sending these large volumes through the mails. During the biennium just closed 1,347 volumes of Braille books have been added to the library.

In addition to the circulation of library books, magazines are loaned to blind readers. This school receives twenty different magazines in Braille, New York Point, and Moon type for the benefit of blind readers.

MUSIC

Music, of course, enters very prominently into the education of the blind. Not all blind are capable of musical training, but a goodly number profit by it to the extent of gaining a sufficient knowledge of music to at least afford themselves and their friends entertainment and pleasure, while a few others qualify as teachers.

Much time and effort, as well as money, are spent in the department of music. Pupils receive excellent training in music of all kinds. Our chief concern is to give them such musical training as will enable them to realize financial returns after completing their training.

RELIGIOUS EDUCATION

Chapel exercises are conducted, which all pupils attend. The pupils attend the church of their choice on Sunday. The School being a state institution is non-denominational; therefore no particular creed is taught by the School itself, but pupils of the Catholic faith receive weekly instruction by Rev. P. J. Ryan, and those of the Lutheran faith are under the instruction of Rev. H. O. Bjorlie. In addition to the religious instruction by the above named gentlemen Sunday afternoon talks are given throughout the school year by Dr. F. F. Kramer, Warden of Seabury Divinity School. To these gentlemen we wish to acknowledge our appreciation of their splendid work with the pupils.

EXTRA CURRICULAR TRAINING

Extra curricular activities at the School comprise both boys' and girls' organizations. The Boy Scouts and Girl Scouts have their regular indoor meetings, and in addition take many hikes for nature study and for camping.

The School is a member of the National Athletic Association of Schools for the Blind. The competition among the schools throughout

the United States is keen, clean, and wholesome. This spirit of competition, of course, creates active interest in all kinds of athletics. During the biennium our boys and girls have been quite successful in their athletic competition with other schools, the girls having been more successful than the boys. In 1929 and again in 1930 the girls won the silver cup. Our boys in 1929 won the silver cup but in 1930 won fourth place. The girls having won the silver cup also in 1927 are entitled to permanent possession of the cup.

MEDICAL SERVICE

I am glad to again acknowledge the splendid medical and ocular services rendered to the School by Dr. F. U. Davis, our resident physician, and Dr. Douglas Wood, specialist in eye, ear, nose and throat, of Minneapolis. Both of these gentlemen have been ready at all times to answer any call for service to the pupils.

During the biennium the general health has been good. There were, however, two deaths during this period. There were no epidemics which, no doubt, was due in a large measure to vaccination against scarlet fever and diphtheria, and to the fact that all children are given a careful medical and physical examination upon their entrance to School at the beginning of the school year.

Under the skillful attention of Dr. Wood the children have been treated for eye defects and for nose, throat, and ear troubles. No operation, even of the simplest character, is performed without the written consent of the parents or guardian of the pupil.

During the biennium Drs. Wood and Gammell performed the following work:

Examinations and histories of new cases recorded_____	48
Former patients prescribed for_____	45
Tonsilectomies _____	25
Enucleations _____	1
Cataract Needlings _____	2
Eye refractions _____	7
Ear treatments _____	7

It is a pleasure and satisfaction to state here that all of this work was performed by these skilled specialists without cost to the pupils.

REPORT OF DR. F. U. DAVIS, SCHOOL PHYSICIAN

Superintendent J. E. Vance, Minnesota School for the Blind, Faribault, Minnesota.

MY DEAR MR. VANCE:

Permit me to make a brief and informal report of the health and

sanitary conditions at the Minnesota School for the Blind for the biennium just passed.

I am glad to report that the general health of the institution has been excellent. We have had no serious contagious epidemics which is rather remarkable when we consider the fact that our pupils come from localities from all parts of the state and go home on at least two vacations a year. I attribute our freedom from serious trouble of this kind to the fact that each child is subjected to a thorough examination when he enters school and also to the fact that as far as possible we carry out a policy of immunization. We have had mild epidemics of chicken pox and mumps and in each case the condition has been brought into the school from infected homes after Christmas vacations. We have had two deaths during the period, one due to broncho-pneumonia and one due to general sepsis following an otitis media of long standing.

The sanitary condition of the school in all departments is excellent. Proper care is taken of the sanitation of kitchens, toilets and dormitories. Rigid cleanliness is demanded, there is proper garbage and sewage disposal and the water supply is excellent.

I have had splendid cooperation from those who in any way are connected with the care of the sick. I feel more strongly than ever that we should have a resident professional nurse for the many reasons which I have given in the past and which are obvious but with the facilities which we have in this respect I can state that the care has been excellent and the results good. It is difficult at all times to please all of the patrons of the school but with the very careful supervision which is given in the cases of even minor ailments there has been very little criticism. For the most part the parents and friends of the children realize that they have better treatment here when sick than in the average home and they are grateful.

My work has been rendered more efficient and much less irksome by the splendid and courteous cooperation which you have always rendered and for this I wish to thank you sincerely.

Respectfully yours,

FRED U. DAVIS, M. D.,

School Physician.

ATTENDANCE

During the biennium there were enrolled in the regular school one hundred eighteen pupils, 65 boys, and 53 girls. During the same period 48 men and 10 women were enrolled for the Summer School. The total

enrollment for the biennium in both the regular and the Summer School was males, 113; females, 63.

The following pupils were enrolled in the Regular School during the biennium:

Name	County
Harriet Allen -----	Ramsey
Edward Anderson -----	Meeker
Edwin Anderson -----	Douglas
Margaret Anderson -----	Chippewa
Donald Beal -----	LeSueur
Mary Bergwick -----	Pine
Richard Bernsdorf -----	Clay
Eugene Bethke -----	McLeod
Marie Bjornstad -----	Freeborn
Edna Bolme -----	Ramsey
Mary Bowen -----	Koochiching
Francis Brennan -----	Benton
Esther Brown -----	Grant
Caroline Burnett -----	Hennepin
Frank Codden -----	Cass
Corinne Cowan -----	Rice
Elizabeth Cowan -----	Rice
Margaret Craven -----	Hennepin
Ethel Daby -----	Yellow Medicine
Orville Dahl -----	Hennepin
Denise Debo -----	Martin
Donald Dedon -----	Chisago
Duane Dewing -----	McLeod
Marie Duchene -----	Rice
John Eddy -----	St. Louis
Lawrence Elias -----	Dodge
Oscar Eskuri -----	Carlton
Olga Farone -----	St. Louis
Mabel Femrite -----	Lac Qui Parle
Arthur Fischer -----	Wadena
Daniel Fischer -----	St. Louis
Electa Fuller -----	Pipestone
Germaine Fuller -----	Pipestone
Nellie Gardner -----	Cass
Vieta Gardner -----	Cass



WINNERS IN THEIR RESPECTIVE CLASSES

Celia Gerard	St. Louis
Viola Gray	Becker
Mayme Haider	Hennepin
Joseph Hanzal	Ramsey
Leo Hasher	Blue Earth
Priscilla Houle	Carlton
Blauche Hulbert	Itasca
Donald Hunder	Traverse
Herman Ische	Carver
Ogden Jacobs	Hennepin
Minetta Johnson	Douglas
Bessie Jorgenson	Polk
Eleanor Kammerdiner	Aitkin
Myrtle Kiel	Rice
Theodore Lange	Todd
George Larson	Cass
Marvin Larson	Clay
Alice Leider	Sherburne
Meda Lizotte	Steele
Floyd Lundquist	Chippewa
James Marshall	Blue Earth
Valborg Martinson	St. Louis
Lavone Maus	Todd
Elmo Mayfield	Koochiching
Edward Mayrand	Carlton
Howard Mayrand	Carlton
John Mitchell	Le Sueur
Roy Moe	Hennepin
Duane Mohler	Olmsted
Jenny Morgan	Cass
Donald Moriarty	Scott
Mark Moriarty	Scott
Lawrence Mouster	St. Louis
Bernice Nelson	St. Louis
Dorothy Newburgh	Ramsey
Maynard Nordquist	Grant
Marguerite Norton	Nobles
Malinda Olander	Crow Wing
Clyde Olson	Hennepin
Gordon Olson	Hennepin
Leslie Olson	Koochiching
Vernon Olson	Hennepin

Ronald Orcutt	Ottertail
Venora Orcutt	Ottertail
James Overlee	Redwood
Raymond Patton	Rice
Clarence Pederson	Renville
Esther Petersen	Ramsey
Lloyd Moore Petersen	Hennepin
Allen Peterson	St. Louis
Robert Peterson	Renville
Alfred Pierce	Beltrami
Marguerite Rechtenbach	St. Louis
Carter Roepke	Rice
Carl Rudin	Isanti
Francis Sadar	St. Louis
Edward Sagen	Koochiching
Pearl Sagen	Koochiching
Eugene Saunier	Koochiching
Francis Schug	Carver
Louis Schuldt	Jackson
Dwayne Seaver	Beltrami
Lucille Sexton	Carver
Winston Sherwick	Rice
Ethel Shumway	Pennington
Oswald Strand	Stearns
Bernard Stropp	Ramsey
Omer Thoe	Crow Wing
Arvid Thomas	Ottertail
Rose Tschida	Stearns
Lillian Vanderwerf	Brown
Elizabeth Waterworth	Marshall
Morris Weberg	Norman
Harold Weinhold	Olmsted
Frederick Wesner	Stearns
Edna Williams	Hennepin
Ethel Williams	Hennepin
Marie Williams	Hennepin
Ivan Wilson	Rice
Arnold Wollan	Pope
Irene Wood	Hennepin
Bennie Ystenes	Mahnomen
Blanche Zeliff	Winona

Meda Lizotte, totally blind, age 17 years, passed away at the school on December 30, 1928. Meda was a good student, loyal and faithful in all of his work. He possessed outstanding qualities of character, and was held in high regard by teachers, officers and pupils.

Edward Sagen, 14 years old, died at the school February 24, 1930. Edward was a boy of fine character and was respected by pupils and teachers.

The following men and women were enrolled in the Summer School during the biennium:

Name	County
David Aasve -----	St. Louis
Arthur Bailey -----	Hennepin
Albert Battin -----	Hennepin
Albert Berglin -----	Douglas
Nora Busby -----	Ramsey
Mrs. Eva Clemence -----	Hennepin
Chas. D. Cope -----	Steele
Mrs. Elizabeth Cowan -----	Ramsey
Chas. H. Dahlen -----	St. Louis
Carl B. Davis -----	Cottonwood
Vincent M. Dwyer -----	Hennepin
R. H. Eddy -----	St. Louis
Mathilda Eng -----	St. Louis
Archie Erickson -----	Anoka
Carlos Ghellan -----	St. Louis
Mrs. Belle Gibson -----	Hennepin
Lars Gooding -----	Hennepin
Patrick Grimes -----	Renville
C. M. Griggs -----	Hennepin
Helena Hagen -----	Fillmore
Hilmar A. Hanson -----	Hennepin
Oscar Hanson -----	Lyon
John Hein -----	Big Stone
Eugene Hoffer -----	St. Louis
Chas. Johnson -----	Freeborn
Louis Johnson -----	St. Louis
Wm. P. Johnson -----	Carlton
Ernest E. Jones -----	Faribault
Mrs. Caroline Klinger -----	Hennepin
Lars Larson -----	Yellow Medicine
Edward Lehman -----	Rice

Arvo Lehtinen	Stearns
Ossie A. Mahn	Ramsey
Carl Malmgren	Hennepin
Stephen Marinac	St. Louis
John Marsten	Norman
Michael Mattocks	St. Louis
Miss Bertha Meyer	Houston
Anton Orfold	St. Louis
Irving Palmer	Washington
Bror. Arvid Peterson	Ramsey
P. A. Pierson	Morrison
Richard Ramm	Carlton
Henry Richardson	Kanabec
Philip Richardson	Kanabec
Arthur Sanstrom	Ramsey
Munford Smith	Fillmore
Agnes Stewart	St. Louis
A. W. Stowell	Hennepin
August Strate	Brown
Harry R. Swanson	Washington
Mike Swienton	St. Louis
Mabel Tande	Watonwan
William Fritchler	St. Louis
Wm. J. Tucker	Ramsey
Tom Vogsland	Beltrami
Harvey Widell	McLeod
J. O. Williams	Hennepin
Martha F. Willnow	Winona

During the biennium the following pupils completed the High School course: Leo Hasher, Mapleton, Minnesota; Alice Leider, Zimmerman, Minnesota; James Overlee, Walnut Grove, Minnesota, and Blanche Zeff, Winona, Minnesota, completed the course in 1929. Edwin Anderson, Alexandria, Minnesota, finished the course in 1930.

DR. DOW SCHOLARSHIP FUND AWARDS

The following pupils received the \$20.00 in gold scholarship awards in 1929:

Rose Tschida, English; Blanch Zeff, Music; Dorothy Newberg, Industrial Work.

In 1930, Mabel Fenarite, English; Mabel Femrite, Music; George Larson, Industrial Work.

CAUSES OF BLINDNESS

Many visitors inquire about the causes of blindness. There are many causes. It will be noted that in this table there are shown two cases of Ophthalmia Neonatorum (commonly called "babies' sore eyes"). It is encouraging, however, to find that among the forty first admissions to this school during the biennium, there appeared only two cases of ophthalmia neonatorum. If all physicians and nurses would comply with the rule of the Minnesota State Board of Health and administer a prophylactic at the time of birth of the child this easily preventable cause of blindness might be entirely eliminated.

(a) Ophthalmia neonatorum_____	2
(b) Trachoma _____	1
(c) Progressive nearsightedness _____	0
(d) Interstitial keratitis _____	6
(e) Phlyctenular keratitis _____	1
(f) Optic nerve atrophy_____	9
(g) Chorioretinitis _____	3
(h) Retinitis pig meutosa_____	1
(i) Accidents _____	3
(j) Infantile glaucoma _____	0
(k) Congenital cataract _____	9
(l) Other congenital troubles_____	1
(m) Other causes _____	4

CLOTHING

Every pupil entering the school should be supplied with the following articles of clothing, well made and of good material, or money enough to buy them.

For Boys

1 suit for weekday wear
 1 suit for Sunday wear
 3 colored and 3 light day shirts
 and waists
 6 pairs socks or stockings
 3 suits of light underwear
 3 suits of heavy underwear
 2 pairs of shoes
 1 pair of rubbers
 1 pair of mittens or gloves
 6 handkerchiefs

For Girls

4 dresses for every day
 1 dress for Sunday wear
 2 white underskirts
 3 pairs bloomers
 3 night dresses or gowns
 6 pairs of stockings
 1 winter coat and hat
 3 suits of light underwear
 3 suits of heavy underwear
 2 pairs of shoes
 1 pair overshoes

1 comb	1 pair of mittens or gloves
1 tooth brush	1 comb
1 overcoat	1 tooth brush
2 pairs coveralls	1 pair of rubbers
1 sweater	6 handkerchiefs
1 pair bedroom slippers	3 brassieres, older girls
1 winter cap	1 sweater
1 summer cap	
2 night shirts	

ACKNOWLEDGMENTS

We wish to acknowledge our indebtedness to the following persons and organizations for courtesies extended to this school during the biennium:

Mathilda Ziegler Magazine for the Blind, published by the Mathilda Ziegler Publishing Company for the Blind, Inc., New York. Walter G. Holmes, Manager.

Lucy Vera, published monthly by Joseph Gockel, 834 36th Street, Milwaukee, Wisconsin.

Weekly Review, published by Joseph Gockel, 834 36th Street, Milwaukee, Wisconsin.

The Minnesotan, published under the auspices of the Minnesota Council of Agencies for the Blind, 2835 Nicollet Avenue, Minneapolis, Minnesota.

The Christian Record, published monthly by the Christian Record Publishing Company, College View, Nebraska.

American Review for the Blind, a monthly periodical in Revised Braille, grade one and a half. Distributed to blind readers free upon application, 74 Rue Lauritson, Paris, France.

The Catholic Transcript, Xavier Free Publication Society for the Blind, 138 West 97th St., New York City, N. Y.

The following statement shows the production of the industrial department:

BROOM DEPARTMENT

Brooms made in 1928-1929	doz. 223
Brooms made in 1929-1930	doz. 201

WEAVING DEPARTMENT

July 1928, to July 1930

Plain Rugs	132	Table Runners	136
Pattern Rugs	212	Pillows	18

BASKETRY DEPARTMENT

Waste Baskets_____	137	Baby Bassinette _____	1
Shopping Baskets _____	68	Trays _____	80
Flower Baskets _____	127	Bulb Trays _____	54
Hanging Baskets _____	44	Sewing Baskets _____	139
Jardineers _____	23	Nut Baskets _____	4
Hampers _____	24	Ferneries _____	1
Stools _____	2	Doll Furniture_____sets,	15
Lamps _____	5	Market Baskets _____	7
Nursery Chairs _____	2	Mats _____	30
Napkin Rings _____	80	Trinket Boxes _____	52
Sewing Stand _____	1	Fruit Trays _____	13
Children's Chain Seats_____	4	Miscellaneous _____	24
Bedroom Box Seat_____	1		

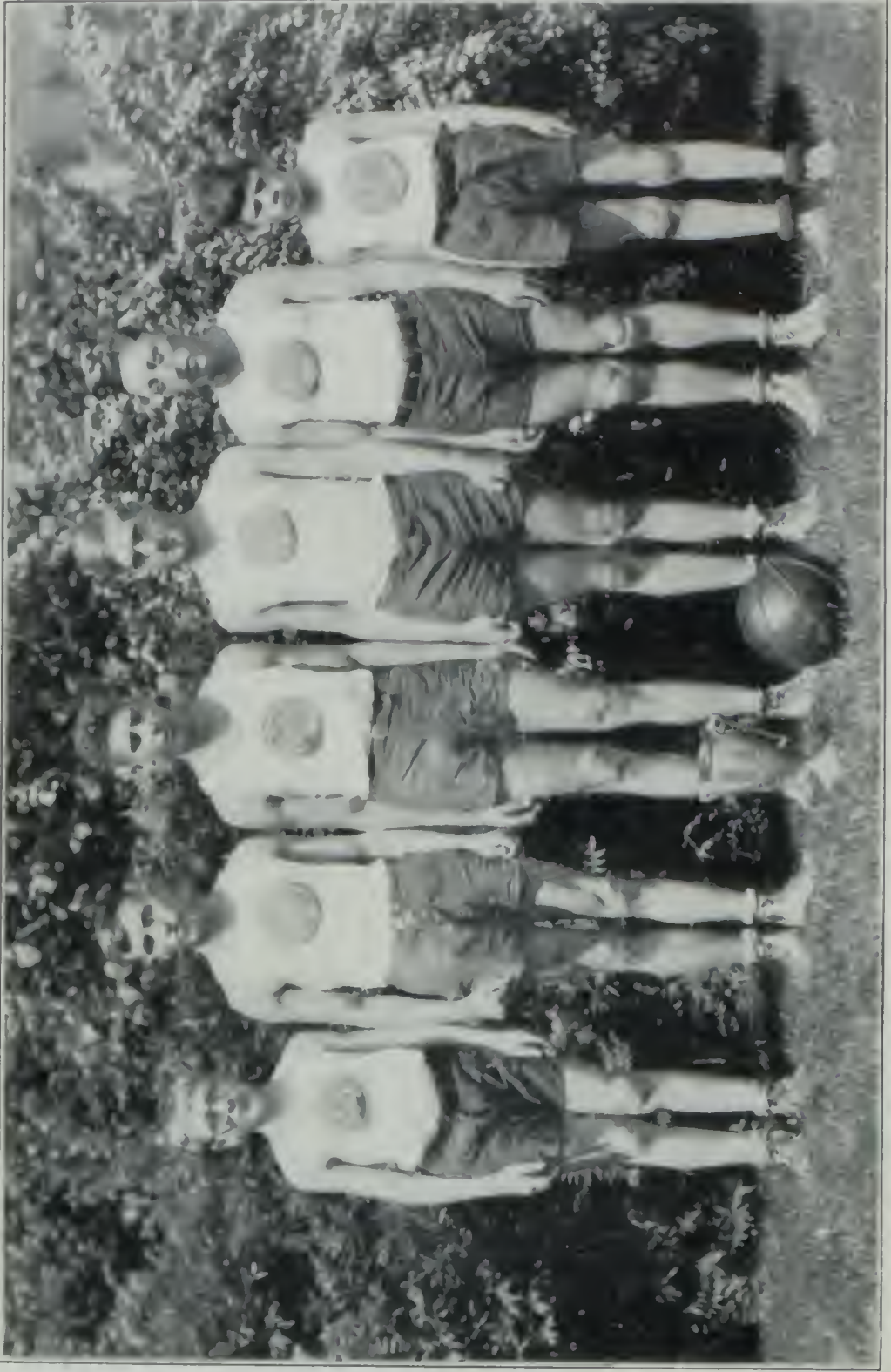
SEWING DEPARTMENT

Dresses _____	24	Coat Hangers _____	18
Aprons _____	12	Curtains _____pairs,	3
Crotched Holders _____	18	Towels, Crash _____	684
Crotched Edging_____yards,	24	Towels, Bath _____	354
Navajo Rugs _____	12	Pillow Slips _____	240
Crotched Rugs _____	18	Sheets _____	234
Knitted Rugs _____	16	Dresser Scarfs _____	109
Knitted Washcloths _____	24	Table Cloths _____	86
Pillows _____	8	Napkins _____	276
Knitted Baby Bonnets_____	2	Slips _____	10

NET, WOODWORK AND DOOR MATS

Large Hammocks _____	19	Children's Chairs _____	14
Doll Hammocks _____	79	Doll Settees _____	23
Fish Bags _____	118	Doll Beds _____	27
Landing Nets _____	3	Miscellaneous Boxes _____	26
Bird Houses _____	9	Doll Chairs _____	76
Pedestal _____	1	Checkerboards _____	2
Bird Feeding Stations_____	2	Aeroplanes _____	2
Peg Puzzle _____	3	Electric Lamp Stands_____	13
Stools, small _____	26	Fish Nets _____	1
Stools, medium _____	43	Magazine Baskets Forms__	4
Stools, large _____	10	Wood Basket Forms_____	3
Doll Tables _____	2	Floor Brushes _____	17
Baby Hammocks _____	10	Counter Brushes _____	9
Fly Nets _____pair, 24½		Door Mats _____	213
Laundry Bags _____	5		

WINNERS IN THEIR RESPECTIVE CLASSES



CANING DEPARTMENT

Cane Chair Seats -----	60	Flat reed seats on stools----	48
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PIANO TUNING DEPARTMENT

Pianos tuned -----	80	Piano keys recovered and	
Piano actions repinned ----	3	many miscellaneous small	
Player actions overhauled--	4	repairs -----	

Miss Julia B. Johnson resigned her position as teacher of piano April 1, 1929. Miss Johnson, totally blind from childhood, was the twentieth pupil to enter the Minnesota School for the Blind. She was admitted September 10, 1873, and graduated in June, 1881.

For ten years immediately following her graduation, she worked as a student teacher. Beginning in 1892 she continued as a teacher of piano regularly and continuously up to the date of her resignation.

She was very ambitious and most conscientious in her work. The school feels keenly the loss of Miss Johnson's influence as she was outstanding in her character and was ever faithful and loyal to the school and her associates.

PROGRESS

During the past biennium a hot water softener of the best type has been installed. The installation of this water softener has enabled us to improve our laundry work and it has resulted in a large saving in the amount of soap used in the laundry, and has prevented scale in the boilers and hot water pipes, thus saving the cost of boiler compound. It has also resulted in a saving in domestic use and it has made bathing conditions much better.

FUTURE NEEDS OF THE INSTITUTION

Two years ago I recommended that some provision be made for the care and instruction of young blind children. In our judgment provision should be made for a separate kindergarten building fully equipped for the physical care and early training of young blind children. This need is recognized in the most progressive schools for the blind throughout the country. Many parents of blind children, although having the best of intentions, often allow young blind children to form repulsive habits and mannerisms.

I would recommend the following appropriations to meet the needs of the institution for the coming biennium:

Furniture and Equipment-----	\$	1,500.00
Library and Musical Supplies-----		2,000.00
Industrial Equipment -----		500.00
Repairs and Improvements-----		6,000.00

Higher Education -----	6,000.00
Summer School -----	8,000.00
Current Expense -----	130,000.00

CONCLUSION

I am pleased to acknowledge and commend the faithful and loyal service of employees. I wish also to express my appreciation of your kind and thoughtful consideration and your wise counsel and advice at all times.

Respectfully submitted,

JOSEPH E. VANCE, *Superintendent.*

Space will not permit the printing of all programs given during the biennium. Many programs are given both in the school and for organizations outside of the school.

Specimen Programs

Program Broadcast over W. C. A. L. St. Olaf College

Northfield, Minnesota

May 12, 1930

Songs—Deep River (Negro Spiritual)-----*Burleigh*

Stars of the Summer Night-----*Woodbury*

BOYS' GROUP

Song—Lullaby -----*Brahms*

GIRLS' GROUP

Saxophone Trio—Happy Days

Down South

Reading—Essay on Men

MISS EMELINE BRANDEEN

Songs—Drink to Me Only with Thine Eyes-----*Old English*

The Night Has a Thousand Eyes-----*Nevin*

MIXED GROUP

Piano Solo—March Militaire-----*Schubert*

EDWARD MAYRAND

Announcer

JOSEPH E. VANCE

BACCALAUREATE PROGRAM

Sunday evening, May 25, 1930, at eight o'clock

In the Auditorium

Program

Prelude—Pilgrims' Chorus, "Tannhauser" -----*Wagner*

MABLE FEMRITE

Hymn—Come Thou Almighty King

Vocal Duet—I Do Not Know-----*Lillenas*

S. A. WILSON, MAYNARD NORDQUIST

Piano Duet—Fairie Queen -----*Smith*

ROSE TSCHIDA, EDNA WILLIAMS

Anthem—Seek Ye The Lord-----*Roberts*

CHOIR

Baccalaureate Sermon

REV. DR. FRANCIS L. PALMER



SAXOPHONE TRIO

Song—Cast Thy Burden on the Lord, "Elijah" ----- *Mendelssohn*
CHOIR

Hymn—Now the Day is Over

Benediction

REV. DR. FRANCIS L. PALMER

Postlude—Grand March from "Aida" ----- *Verdi*
MABEL FEMRITE

COMMENCEMENT PROGRAM

Tuesday evening, May 28, 1929, at eight o'clock

In the Auditorium

Sixty-third Year

Program

Overture—Queen of the North ----- *Fulton*
ORCHESTRA

Greeting to Spring—The Blue Danube Waltz ----- *Strauss*
GIRLS' SEXTET

Essay—Radio and the Future

LEO E. HASHER

Saxophone—Daffodils ----- *Wiedoft*
MAYNARD NORDQUIST

Essay—Give the Wild Flowers a Chance

BLANCHE E. ZELIFF

Voice—From the Land of the Sky-Blue Water ----- *Cadman*
The Cuckoo ----- *Lehmann*

HARRIET ALLEN

Address

DR. GEORGE W. SPOHN, *St. Olaf College*

Piano—Duo Romance and Waltz from Suite Op. 5 ----- *Arcensky*
MAYME HAIDER, BLANCHE ZELIFF

Essay—What Athletics Teaches

JAMES OVERLEE

Essay—Hobbies

ALICE R. LEIDER

Land-Sighting ----- *Greig*
SENIOR CHORUS

Solo Part—MAYNARD NORDQUIST

Presentation of Diplomas and Prizes

SUPT. J. E. VANCE

March—Summit ----- *Beunett*
BAND



GIRLS' CHORUS

Class of 1929

Class Colors: Green and White

Class Flower: Lily of the Valley

Class Motto: "Tune in with the World"

Graduates

LEO E. HASHER

ALICE R. LEIDER

JAMES N. OVERLEE

BLANCHE E. ZELIFF



BOYS' SEXTETTE

The Status of the Work for the Blind in Minnesota

By Joseph E. Vance

Blindness has ever been an affliction visited upon all the peoples of the earth in varying degree, depending largely upon social and economic conditions. The earliest recorded history refers to it in a resigned manner, as a condition to be endured with no thought of alleviation or prevention. This great affliction was rather regarded as a visitation of the wrath of an avenging God. Indeed it has been less than a century and a half since any formal or unified effort was made to train those afflicted with blindness to enable them to take a respected place in society and become self-respecting citizens. Even today the general public is still so unfamiliar with those people without vision that it looks upon them as a class apart, with no hope of a higher and better station in society.

We wish to take as our thesis that with proper and adequate training, both academic and vocational, the blind person can and will be prepared to take his place in society with credit to himself and to the state. This thought was in the mind of Valentin Haüy, the Frenchman, when about 1771 he recognized that there was need for intelligent direction of the blind in their efforts to make a respected living by their own minds and hands. Accordingly he started a school about fifteen years later, having been inspired by the work begun by de l'Epee for the deaf a few years previous to that time. Both Haüy's efforts in behalf of the blind and those of de l'Epee for the deaf were no doubt due to the intellectual upheaval and original thinking of the time of such men as Voltaire, Diderot and Rousseau.

To Haüy must go the credit for the introduction of embossed printing. This system of printing, however, was superseded fifty years later by a system of writing called "braille," after its inventor, Louis Braille, a French blind lad of sixteen years. This method of writing by the blind consisted of a combination of six dots or points and is now in universal use throughout the civilized world.

About the time of the invention of the braille system there appeared the need of training blind youth in the more thickly settled portions of America. This need was soon recognized by Dr. Samuel G. Howe who went to visit those schools of Europe which had but recently been established. Dr. Howe brought back from the European schools many ideas as a result of his observations. The best of these ideas were inaugurated at the Perkins Institution for the Blind in South Boston.

A few years later Charles Dickens, while visiting America, marvelled at the beneficial results of the training of the blind and in his American

Notes describes graphically the changed life of Laura Bridgman, both blind and deaf, as a result of her training at the Perkins Institution.

From this beginning in America, about 1830, schools for the blind grew in number as the population increased in the eastern states and as the west opened up great possibilities for settlement. In a comparatively short time the tide of emigration reached beyond the Mississippi, and it became apparent, even in the sparsely settled state of Minnesota, that some provision should be made for the training and education of the blind youth within its confines. Accordingly in the year 1866 the first step was taken toward the training of the blind youth in Minnesota. Four pupils were enrolled in the year 1866. On account of the very small number of blind youth in the state they were placed with the group of deaf youth under one roof in an old frame building in Faribault. The first teacher in the department of the blind was Miss Harriet N. Tucker, who continued in the work for seven years. She was followed by A. N. Pratt, who served one year. The growth of the school was very gradual and the first graduation exercises were held in the year 1873, with four graduates in the class. Since then 127 students out of a total of 778 enrolled, about 16 per cent, have completed the prescribed course. This percentage of graduates of the number enrolled compares very favorably with the per cent of graduates of the number enrolled in the public schools.

At the close of the Civil War there returned home one of the sons of Minnesota who had served his country with honor, James J. Dow, who, after finishing his college training, became at once interested in the education of the blind youth of Minnesota. In 1874 the schools were separated, and the Minnesota School for the Blind proper had its birth, with James J. Dow as the first superintendent.

Dr. Dow laid out the course of study to suit the needs of the blind according to the best and most advanced thought of the times, dividing it into three main divisions; viz: Academic, Music and Industrial. In the academic department the course includes the work of the eight grades and of a four-year high school course, with an additional year for those especially talented in music. Graduates are prepared to do creditable work in college by the aid of a reader. An added feature of the academic work of the school is that of the sight-saving classes. Under the law recently passed providing for special aid for conducting classes for the education of the blind and partially-sighted pupils in cities with sufficiently large numbers of such pupils to organize classes, these pupils may be cared for. However, throughout the state of Minnesota there are also such pupils, but they are so widely scattered in rural districts and small towns that it

is impossible, either legally or from the standpoint of efficient training, to furnish for them equal educational opportunities with the normally-sighted children to which they are entitled. Recognizing the existence of these conditions in the state, a room with especially adapted equipment, including large-type books and adjustable desks, was opened six years ago for the instruction of such pupils as have so small a degree of vision as to render them unable to do satisfactory work in the public schools. No doubt many pupils with low vision attempting to do the regularly required work in the public schools and failing to make the grade have become discouraged, sometimes condemned by the teacher as dullards, have dropped out of school to lead idle and shiftless lives, and in many cases have become state or county liabilities. These pupils, with equal school opportunities, might well be saved to useful lives and citizenship.

There is a common belief that the blind are musically gifted by nature. A great deal of effort and much money are frequently employed in an endeavor to make finished musicians of blind persons with ordinary or with very little talent. This belief probably grows out of the fact that the first really intelligent efforts toward the education of the blind took the direction largely of musical training. A large number of blind men and women have made places for themselves in music, a few having achieved some distinction as performers, teachers, or composers. It has, therefore, become almost traditional that a school for the blind of standing must have in its curriculum a prominent place for music. Due to the efforts of Louis Braille who, in addition to his system of reading, invented a musical notation, a considerable amount of music is available for the instruction of the blind. The work in music covers a period corresponding to the length of time in the academic subjects, if the pupil possesses some degree of talent.

There is still the question of the vocational value of music to the blind except in very isolated cases. Musical training is furnished to many blind students with no real hope of any financial return to them being possible. Many of them profit by musical education only to the extent of what pleasure they themselves receive from its rendition and from the entertainment of others. On the whole, perhaps, in schools for the blind, so much attention has been directed toward the rendition of classical music that the theory and history of music have been somewhat neglected. As a rule, I believe little or no effort has been made toward a normal course for those who have musical talent and ability to teach music as a vocation. It is my belief that very little financial return will ever be realized by the blind students of music unless it be in the field of teaching

music or that of popular entertainment. It is entirely possible to teach a blind child to play a rather difficult selection of music well, from the standpoint of technique, without much, if any, understanding of the harmony or phrasing of the piece. Without careful supervision and much thoughtful but kind criticism the performer may easily develop a purely mechanical style.

I would then suggest that more stress be laid upon musical theory, harmony and history of music, even to the omission, if necessary, of some of the time and effort used in the long and tedious study of the classical music. I would not be misunderstood by this suggestion. My thought is to have a better balanced program of music, including along with the study of the classics a thorough course in the theory of music, together with a normal course for those desiring to teach.

The third department into which the work of the school for the blind is divided, but which is not the least in importance, is that of the industrial or vocational. Although it be possible for the blind person to approximate the accomplishments of the seeing person in academic and musical lines, I think it will generally be conceded that he is much more seriously handicapped in most of the vocations. It must also be said that as we progress in the industries the handicap of blindness is more keenly felt in competition with modern methods of the business world. Yet in large industrial centers there are opportunities for the blind to secure positions in factories in certain kinds of piece work involving simple uniform operations, but for the blind in rural and small town communities the chance for employment is limited in practically all cases to individual projects. For their own happiness it is essential that these blind people living in the rural districts, deprived as they are of any appreciable degree of social intercourse, be employed at some kind of work.

It is not advisable either from a social or economic standpoint to segregate these people in large centers. The cities already have a large problem to deal with their efforts to ameliorate the conditions as they find them among the sightless. Neither is it wise to admit to the regular school the adult blind. The experiment of admitting blind adults to regular schools for the blind youth has been tried in many schools and without exception the experiment ended in complete failure. It has been found by every school that has tried the experiment that, as a very general rule, the adult blind are not amenable to the necessary discipline of the regular school and in many cases their influence proved to be harmful to blind youth. In all of the oldest schools for the blind in the East they discontinued the practice long since, after disastrous results. Notwithstand-

ing these discouraging experiences it has been and is recognized that these adults need training to make of them more useful and contented citizens.

With the thought in mind of providing training for these adult blind, that they might enjoy a larger degree of happiness and become somewhat independent financially, Dr. Dow conceived the idea of establishing a summer school for the blind men and women. This movement was inaugurated in the Minnesota School for the Blind in 1907. At the time the plan attracted wide attention throughout the United States among the workers for the blind, because no provisions had been made for the training of adult blind in rural and small town districts except as they could be reached in their homes by traveling teachers. By many the summer school was even regarded as revolutionary in its conception, but it has filled a demand from the blind adults recently losing sight for a chance to learn to do something to relieve the monotony of their lives. Imperfect as the work in the summer school may be, it is, in my opinion, the most effective way and probably the most economic method of providing training for blind adults. There these blind people have the advantage of intensive training under the direction of capable and experienced teachers of the blind who have every facility at hand as to apparatus and materials. It is urged by some that the segregation of the blind adults in a summer school affords an opportunity for the agitator to do effective work in spreading propaganda. The agitator and those blind persons who hold the theory that the "state owes them a living" will not be curbed by isolation. This question resolves itself into the problem of deciding which is the more important, the thorough training of the blind adult to enable him to do something for himself and thereby become happier and more independent and therefore a better citizen, or to keep him isolated with not much, if any, opportunity for training in fear of the influence to which he may be subjected by coming in contact with an occasional undesirable citizen. In his own community, wherever he may be located, he will not need to go far to come under the baneful influence of the false sympathizer and agitator. It may well be admitted that, if it were possible, it would be better not to congregate blind adults in an institution, but to my way of thinking the quality of the training would suffer. It is true that upon occasional visits to the home something could be accomplished in teaching reading and writing and such simple hand work as would not involve any sizable apparatus or bulky materials. It would be practically impossible to teach broom-making, piano-tuning or weaving in the home, first on account of the lack of shop facilities and room, and second because of the impossibility of necessary daily supervi-

sion in the early stages of the instruction. Again what opportunity have we to secure the services of a person, either with or without vision, who is competent to teach a given man in one town piano-tuning, and in the next broom-making, and in the next weaving, and so on down the list? This would be manifestly impossible. Many blind persons could be secured who would be able, with the aid of a guide, to travel from home to home and teach reading and writing of braille, basketry and sewing and perhaps an occasional music lesson. Then in the hand work in the isolated home what would be the standard of work and who would be capable of judging among those in the home who are unfamiliar with the possibilities of the blind worker under proper conditions and supervision? In practically all kinds of training of the blind special and rather unusual equipment is required. This equipment is too expensive to purchase for individuals to experiment with.

Occasionally experienced workers for the sightless are asked why some new vocations are not taught in order to break away from the "traditional trades" which have for so long been the only avenues for the blind worker. Workers for and teachers of the blind are and have been ready with open arms to welcome suggestions of new courses of training that will "work." At the close of the World War was the great opportunity for experimentation on new and untried courses for the blind without limit. The work of training the blind ex-service men was taken over by an organization with no limitation as to finances to be used in this work. This organization left no stone unturned in its search for progressive and aggressive men and women to carry on the work. Those in authority said they were determined to keep away from the "traditional trades" and to inaugurate a new era in training the blind. Industrial engineers and experts in diverse lines of business were employed and given much latitude in promulgating their ideas with reference to the new methods of training the blind. The result was that courses were laid out in auto repair and vulcanizing, cigar making, poultry raising, massage, store keeping, book binding, dictaphone operating and music as a vocation. These were the new vocations to be taught. Several of these courses were discontinued because they were not practical for a blind man to learn and in some cases quite impossible. While some of these courses were continued, graduates found it almost impossible to find employment, and others found that too much capital was required to start the business for which they had been trained. It was found finally, as men returned for more training, that they almost invariably took up what had been referred to as the "traditional trades"; such as basketry,

rug weaving, etc. These were the courses that persisted to the final closing of the Evergreen School for the Blind, the institution located at Baltimore, where our blind ex-service men were trained.

The criticism is also heard that summer school encourages men to become institutionalized. It is true that there are those in the state who would continue to attend the sessions for an indefinite time, if a limit were not placed on the number of sessions to which they are eligible. However, knowing as they do that there is a limit of four summer sessions, the men improve every opportunity and work faithfully. Among the few states that have followed Minnesota in establishing summer schools for the adult blind there is at least one that sets no limit on the number of sessions a student may attend. There is therefore no incentive for the man in question to make the most of his time, feeling that he may continue to attend session after session. This, I feel, is a very great mistake, as it tends to institutionalize and to stifle the ambition of those who might otherwise apply themselves with energy to complete the course. Frequently men recently blinded have come to the summer school without hope in the future and have gone away filled with ambition to make the fight, on account of having come in contact with others of like affliction who had inspired them with faith in the possibilities of blind men. This renewed outlook on life has resulted in the saving of many blind men to useful citizenship. They have gone out with the determination to be more self-reliant and to become independent so far as possible.

To Dr. J. J. Dow, who conceived the idea of the summer school, is due the sincere thanks from the adults of Minnesota. The summer school for adult blind in my opinion was the outstanding achievement among the many advanced ideas coming from the fertile mind of Dr. Dow. I quote here a very clear statement made by Dr. Dow setting forth a part of his argument for the establishment of the summer school.

"It is the aim of this plan to do for blind men, so far as time and conditions permit, the same service which many of the methods elsewhere pursued are seeking to accomplish. It will take the place of the training departments of homes for blind adults; it will provide, as it seems to me, more adequately, the instruction which is given by visiting teachers; and, most important of all, it will open the door of hope and opportunity for lack of which so many blind men brood in bitterness and misery. If his efforts prove inadequate or less adequate than he has hoped, he has had his opportunity, and while he may fully realize the difficulties of his condition, he will no longer feel that they exist because he is denied an opportunity to remove them.

"Only those who have come into close contact through long and sympathetic acquaintance with blind men can even begin to appreciate the helplessness and hopelessness of the situation which confronts them on first losing sight. It is an absolutely new world to them. They have no knowledge of the means of adapting themselves to it, and everything which ingenuity and sympathy has devised for aiding and ameliorating their condition must be discovered by them alone and unaided. It is no wonder that the magnitude of the past proves too much for them and that they sink too often into apathy, if not indifference. The plan proposed brings together men united by the bond of a common affliction. The devious and remedial suggestions of one become the property of all, and all learn from competent instructors everything that the world has accumulated in the way of aid and amelioration for their condition.

"Certain very obvious advantages of such a scheme for aid to blind men will readily appear. The school plant with its equipment for training and labor is idle during the vacation period and can be utilized with no additional expense. The arrangements for housing and caring for the adult inmates are at hand with no additional cost. The only extra cost is for the additional teaching force required during the summer school period, and for the additional food and domestic service.

"Evidently no such amount of benefit can be bestowed with so small an outlay of money as in the method proposed."

Since, no doubt, a majority of the blind of the state have not had the benefit of training in a school for the blind, more emphasis should be placed upon the needs of this part of the blind population. Today there are about 1,200 blind persons in the state, whereas only 700 blind youth have been enrolled in the school for the blind since its beginning about 60 years ago. It would be fair to estimate that not more than 500 blind persons are now living in Minnesota who have received systematic training in a school for the blind, save what they have received in the summer school session. The records show that 295 blind men and women have availed themselves of the summer school since 1907. It is therefore apparent that there lies before us a large field for constructive and intelligent supervision of the blind in the state in their several activities and for the administration of aid, where necessary, with just discrimination. Dr. Dow again recognized this situation among the blind of the state and set about to remedy it by advocating and securing the passage of a law in 1913 establishing an agency for the blind, with all activities centered at the school, his thought being, if I have not been misinformed, that the centralization of the activities would prove the most effective way of ameliorating the existing conditions. However, on account of the

school lying outside of the most populous center of the state and being somewhat removed from the official center of the state, and apparently on account of an inadequate administrative force, the agency was not most effective. There is, in my opinion, a serious objection to the plan of centralizing the work at the school in that it would center conflicting interests and militate against the school as such. If we hope to maintain the present standard of the school and keep the morale up to the point it deserves, we should not undertake to combine with the school the other activities of the state which have to do with the material things of life, the administration of which is frequently fraught with misunderstandings and strife. Realizing the inadequacy of the agency work in the state and the need of a more comprehensive law covering all state activities for the blind, in 1922 a commission consisting of 17 representative men and women of the state were appointed by the governor to set up a plan of operation of such activities. The present law was passed by the legislature of 1923 and soon after the state department for the blind was organized and is now functioning. In the main, this department is organized with the idea of helping the blind to help themselves, which is the only sound principle of procedure. It seeks to encourage by substantial support blind men and women to prepare themselves by training to become self-supporting or as nearly self-supporting as is possible. It should be here said that credit should also be extended to the Department of Rehabilitation of the State Department of Education for advice, co-operation and financial aid in the training of the blind adults. While speaking of financial aid for the training outside the state school, I might state that in 1915, again through the efforts of Dr. Dow, a law was passed granting a maximum allowance of \$300.00 a year for maintenance for those graduates of the school pursuing higher educational courses in colleges within the state or at the state university.

Returning to the question of state aid for the blind it may be well to refer to the two systems that have prevailed in varying degree; namely, the congregate method and the segregate method or individual method. In several European countries the congregate method has been used with some satisfaction, but in this country we have few examples of the method being used successfully, perhaps the outstanding one being the home for blind men and women in Philadelphia. This is called the Workingmen's Home for the Blind, but the name taken literally might be misleading, for women who are wives of the men live here as well. The congregate organization is simpler and the results more imposing than those from the individual method, and it was toward the establishment of such institu-

tions that efforts in this country have been chiefly directed in the past. But that day has passed, as it has become evident that congregation of a defective class tends toward state pauperism. The pioneer of work for the blind in this country, Dr. S. G. Howe, was firmly convinced of the evils of the unnatural congregation of defective classes. Aside from the general evils of congregation, the necessary limitation of these homes to the inmates has tended to lessen public interest in them. The inmates as a result become nonentities in society outside the home.

The second method, that of segregation, is opposed to the artificial community of the blind. It favors needed aid to the individual either in the form of employment or in money to supplement his earnings to enable him to live in ordinary society in the natural way. This method is followed in most cities of any considerable size in this country where work for the blind is well organized and efficiently managed. This policy of aiding the individual where necessary, as determined by careful and discriminating investigation on the merits of his case, is the one to which the state of Minnesota is committed and, in my opinion, this is the only just and sane method of dealing with the question of relief for the adult blind. We must face the question of relief for the blind in one way or another, for the best available statistics show that about 16 to 18 per cent of the blind are self-supporting in the true sense of the term.

Most of the blind adults in the state are anxious to do what they can in their home communities to help themselves to a more independent status in society. With this idea in mind many of them are engaged in home projects of various kinds, but on account of limited business experience most of these persons are unable to market their product. The school during the year closing in September, 1925, sold to these widely distributed blind persons raw materials to be made up in their homes to the amount of \$1,000.00 and finished products made at the school to the amount of \$2,000.00. These finished articles were purchased by them to be resold. Here is a field of activity that should receive more and better supervision than it has received in the past. If the adult blind, by the right kind of supervision and follow-up work, can be encouraged to do more work in their homes with expert advice in the marketing of their product the demand for financial relief from the state will, in my opinion, decline. Money expended by the state in thus giving constructive advice and supervision will be more wisely used than if the same amount of money were used in direct financial relief. The question of marketing the product of the blind is one of most vital importance. Many a blind person has given up in despair after being confronted with the great

problem of marketing his finished product. This is one of the problems that must be solved in Minnesota before we can hope to go very far toward making the blind earners of income, the ideal toward which all constructive workers for the blind are striving. A neighboring state, with only about five times as many blind as we have in Minnesota, is expending in pensions almost forty times as much money and thereby creating a state-wide pauperism among its blind population. We do not need to expend so lavishly state money for the financial relief of the blind in order to secure the best results. In my opinion we do need funds sufficiently large in Minnesota to be able, with wise administration and just discrimination, to help the blind in the largest degree to become self-supporting and to be able to supplement their earnings with graduated amounts of money. In no other way, I believe, is it possible to maintain at the proper plane the morale of our blind citizens.

While the field of activity in behalf of the blind is somewhat limited on account of the comparatively small number of vocational opportunities for them, I believe we may, on the whole, feel encouraged. The work for the blind in Minnesota, while not so far advanced as the work in some of the eastern states, is, in my opinion, organized on a sound and sane basis, and I believe in a few years, with united support, will compare favorably with the work of any state in the Union. Let us unite and organize in such a way as to place Minnesota in the front rank!

